AZRTI

RtI, as defined by IDEA '04, addresses academic performance and can be used as part of the eligibility determination for learning disabilities. Scientifically based instruction, aligned with state standards, must be used at all levels.

Strengths of the System

- Whole school delivery system

- Uses data for instructional decisions

- Frequent progress monitoring

- Gets help to students quickly - doesn't wait for failure

- Provides support to teachers throughout the process

- Improves instruction

- Schools that have used it have increased their Adequate Yearly Progress (AYP)

The process begins in General Education…

Components of the Arizona K-8 RtI Model

- Screening and benchmarking in reading, math, and writing, with curriculum based measures (CBM) three times a year

- Three-tiered model of interventions using progress monitoring to make instructional decisions

- Targeted interventions with whole class when screening data indicates whole class is below expected level

- Motivational assessments of those students falling below expected level to determine whether it is a "skill" problem or a "will" problem

- Scientifically based, researched (SBR) interventions/instruction through all tiers

- A process in place to assess the integrity of the implementation of instruction and progress monitoring at each tier

- Team problem-solving approach that includes a review of existing data using convergent and divergent data

- Parent involvement at each tier

Three Tiered RtI Model

Tier One: All students receive scientifically based instruction in the general classroom. CBM screening for all students.

Tier Two: Students receive SBR group instruction with progress monitoring. (Title One, ELL, Before and After School Programs, supplemental materials, etc.)

Tier Three: Very intense one-on-one or small group SBR interventions with more frequent progress monitoring.

**Tier One
All Students**

**Tier Two
10-25%
of Students**

**Tier Three
3-5%
of students plus
students with IEPs**
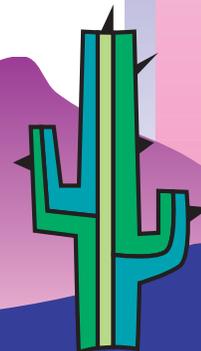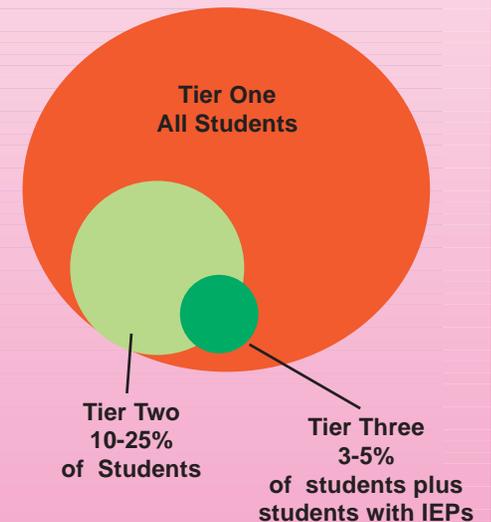
Arizona's Plan

- Provide school teams six days of training on the components of RtI

- Provide coaches to each team for support in implementing the components at their site

- Establish model sites for visitation

- Provide a statewide database for progress monitoring data

- Collaborate with Reading First and other general education initiatives using CBM data

- Provide a web site for ongoing RtI information (www.ade.az.gov/rti)

- Provide information about RtI to stakeholder groups across the state

Questions About RtI

1. **Do schools have to use RtI?**
   No, it is their choice. Schools may continue to identify students with SLD using the discrepancy model.

2. **Can't we use our present Child Find model as RtI?**
   Yes, **if** your model **has all** of the components described. These components are required for uniformity in the identification process. PEAs must submit their plan for state approval prior to indentifying students for special education using the RtI process.

3. **If we pilot RtI, will we have to give up the discrepancy model for identifying students with SLD?**
   No, in fact ADE recommends that, in conjunction with RtI, you continue to use your same way of identifying students with SLD for special education until you are very comfortable with your RtI data.

4. **What about the other disabilities?**
   RtI is an excellent Child Find system. The data collected can be used in the review of existing data for any child suspected of any disability.

5. **Who do we contact for more information?**
   Dolores Ratcliff
   Phone 602-542-0610
   Dolores.Ratcliff@azed.gov

Arizona Department of Education
Tom Horne,
Superintendent of Public Instruction

AZRtI

Response to Intervention (RtI) Arizona's Plan

IDEA'04 now allows schools to use RtI as part of their evaluation process for students suspected as having specific learning disabilities (SLD). The process begins in general education.